

"Conformity"

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Table of Contents

Rationale	3
References	7
Unit Goals	8
• Journal Rubric	9
• Poster Activity Rubric	10
• Skit Performance Rubric	10
• Analytical Essay Rubric	12
• Socratic Circle Rubric	15
Calendar	16
Lesson Plans	
• Week 1	18
• Week 2	24
• Week 3	34
• Week 4	42
• Week 5	45
Appendixes	
• KWL Chart – Appendix A	47
• Quickwrite Questions – Appendix B	48
• Short Story “The Lottery” – Appendix C	49
• Poem “Conformity” – Appendix D	56
• Probable Passage – Appendix E	57
• Brainstorm Graphic Organizer – Appendix F	58
• Organization Handout – Appendix G	59
• Likert Scale – Appendix H	60
• Peer Review Form – Appendix I	61
• Revision Questions – Appendix J	62
• Peer Editing Guidelines – Appendix K	63

Rationale

Over the course of this unit, ninth-grade multi-cultural remedial language arts students are asked to examine conformity within our society. By defining certain actions of behaviors corresponding with custom, rules or styles, students will answer an essential question that will become the undergirding focus of this curriculum. Do you identify with conformists or outcasts? While pondering this question, it is our desire that these students will ascertain where they lie on the spectrum of conformist versus nonconformists. Once students classify themselves as one or the other, it is our goal to extend their knowledge of conformity by helping students define the meaning of conformity, discover the ramifications of nonconformist behavior and expand their newfound knowledge of conformity in connection with prose, poetry, film and skits.

Adolescence is an impressionable age. External pressures imposed by peers, family units, and media influence student's perspectives compelling them to decide whether to cooperate in order to "fit in" or rebel. These impositions are brought to schools by students who expose others intentionally and unintentionally. Pressures can become problematic when students join cliques, clans, gangs or other influential groups that tend to ostracize non-members who do not fit the mold. Numerous broadcasts of intolerance on school campuses over the last decade have shone outcasts breaking their silence through malicious acts of rage and violent retaliations stemming from teasing, bullying, peer pressures or unrealistic expectations.

This unit of study will spark the necessary dialogue among all students who can relate to individuals who conform and those who do not. The primary text that will guide student's thinking is derived from Laurie Halse Anderson's novel Speak. As a 1999 Booklist top ten first novel, Anderson illustrates how conformity alienates those who do not "fit in" with certain cliques. Students will find commonality with particular characters in this realistic fiction while

examining Melinda's plight as an outcast. As students focus on the essential question, assigned reading logs and writing assignments, it is our hope that students' attitudes and behaviors will result in further acceptance of individual differences beyond this four-week unit plan.

Other texts we propose for this unit come from excerpts of Robert Comier's The Chocolate War, Shirley Jackson's "The Lottery," and "Conformity". Throughout this unit, students will use these complementary texts as reading resources in conjunction with assigned activities such as quickwrites and reading logs. These in-process activities will allow students to make inferences, reflections and build vocabulary from assigned readings. According to Smagorinsky, activities such as reading logs will provide students "the opportunity to work collaboratively and receive feedback while learning as part of an instructional scaffold." (Smagorinsky 153) Instructional scaffolds will also employ pedagogical tools to show students how to complete tasks independent of instruction. In addition to instructional scaffolding, struggling readers will successfully achieve the three objectives outlined for this unit as they create a "sense of ownership" while developing reading competencies. (Burke 241)

The first objective for this unit plan involves defining conformity. An inquiry-based introductory activity for the unit will help students understand the meaning of conformity. Students will get first-hand experience to aid their thinking as they determine what conformity "is" and what it "is not." Students will complete a k-w-l chart stating what they already know about conformity.

Once students define conformity and complete an introductory activity, we will be introduced to several reading strategies. By making connections to the primary text, literary selections and student supplied reading materials, students will increase reading competence as they frequently use the reading strategies taught. Explicit teaching techniques for pre-reading,

during reading and after-reading strategies are vital to equipping students with the necessary tools to build reading confidence. Several examples we wish to employ include: probable passage activity, say something activity, quickwrites and reading logs. Additional reading strategies for struggling readers are found in Kylee Beer's When Kid's Can't Read: What Teachers Can Do. Reading strategies are extremely relevant for these 9th grade readers not only while reading the novel selections but also in preparation for promotion from remedial to 10th grade regular language arts classes.

Aside from the aforementioned texts, the final objective of the unit enables students to think independently through whole-class discussion and collaborative group assignments. The activities we plan to use to foster thinking include: Socratic circles, skit performances, quick writes, journal reflections and a poster activity. As students continue to classify themselves as conformist or outcast, Socratic circles will structure their thinking and responses while discussing the conformity motif. It is our hope that students will make text-to-text, text-to-self and text-to-world connections to support their positions. Also, segments from the movies of Remember the Titans and Speak will satisfy the technology component. Clips from these movies link conformity back to the school climate as diverse groups converge onto a campus filled with tension. Student will analyze these visual texts through exploratory talk (Smagorinsky 11).

At the conclusion of the conformity unit, students will complete a likert scale which will prompt them to think about scenarios on conformity within the text Speak. They will also write an essay incorporating all of the text covered throughout the unit. Students will need to reference all material discussed and thoroughly answer the essay prompt. We intend to provide a rubric explaining the expectations of this final assessment. This particular assignment will assess their

learning and ascertain whether students have gained knowledge at the conclusion of the unit. It will also determine whether students' perspectives change on the subject of conformity.

The various texts are works of American literature from the past and recent future that identify the recurring motif evident throughout this unit plan. Many of the social problems of cliques, clans and gangs prevalent in 1970s and 1990s are problematic in 2009. Although exposure to the content expressed in these texts are familiar to adolescents of today, parents and administrators may find the sensitive subject matter of rape and violence too harsh and too mature for 9th grade readers. Certain chapters may require more censoring than others. Another challenge we foresee is that as students stake claims and denounce intolerance, they may offend other students that disagree. As a result, students may become stereotyped, bullied, teased or silenced further if their position differs from the majority.

References

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Goals & Rubrics

GOAL 1:

Students should be able to define the meaning of conformity in various contexts; assess which group they most identify with (conformists vs. outcast); determine the ramifications of nonconformity; and synthesize learning through writings and performances.

A. Reading Logs / Quick Writes / Journals (In-process text):

Students are expected to keep a spiral or composition notebook throughout the unit. Within the contents of the notebook, students will have frequent opportunities to write reflections on assigned readings, respond to several quick write prompts during the unit on conformity and jot down and/or define unfamiliar vocabulary. Students are required to write a paragraph with a minimum of 5-7 sentences for each quick write. Students can use personal experiences and any materials or discussions used in class to assist them as they answer the following questions.

1. What does the word "conform" mean?
2. Who conforms? Is there any discrimination?
3. Why do people conform? What would make someone conform?
4. Think of a time when you conformed. What made you conform? Why?
5. How do different groups (cliques, clans, gangs or other influential groups) and age affect conformity?
6. What are some ways to avoid conformity? How did some of the characters, we are studying, avoid and encourage conformity?
7. After the past four weeks, how do you define conformity? How has your mind changed? Why?

Student will also use logs as a resource to refer to when completing the analytical essay at the conclusion of the unit. From a teaching standpoint, reading logs will be collected in order to measure students' comprehension. Students are expected to respond in logs for all homework assignments noting page numbers in the margins as a reference point. As a result of this in-process text, struggling readers will:

- Make predictions
- Reflect on readings
- Identify unfamiliar vocabulary terms
- Extend definition of conformity
- Respond to guiding questions provided by teacher
- Practice writing

Journal Rubric	
Score	Basis for Scoring
4 or A	<ul style="list-style-type: none"> - Entries are detailed with a sense of completeness - Specific details from book support the topic and thoughts, ideas, and opinions - Minimum of at least one paragraph (6 - 9 sentences) each day - Detailed understanding of book demonstrated in journal - Explanation and analysis of the "So What?", theme, or lesson - Format is correct and consistent - Spelling, punctuation, and capitalization is correct
3 or B	<ul style="list-style-type: none"> - Entries have several details from the book - Specific details from book relate to the topic and thoughts, ideas, and opinions - One paragraph (5 - 7 sentences) each day - Understanding of book demonstrated in journal - Explains the "So What?", theme, or lesson - Format is correct - Spelling, punctuation, and capitalization is correct
2 or C	<ul style="list-style-type: none"> - Entries have at least one specific detail from the book - Specific details from book relate to the topic - One paragraph (several sentences) each day - Understanding of book demonstrated in journal - Discusses "So What?", theme, or lesson - Format is correct - Spelling, punctuation, and capitalization has occasional errors
1 or D	<ul style="list-style-type: none"> - Entries do not always have details from the book - Specific detail from book usually are on topic - One paragraph (2 - 4 sentences) each day - Detailed understanding of book demonstrated in journal - Format errors - Spelling, punctuation, and capitalization has mistakes

Comments:

B. Poster Activity (In-process text):

Students are evaluated based on how well they understand the essential questions for this unit through the poster activity. Poster should illustrate or convey aspects of conformity, nonconformity or both. Struggling students who possess intelligences through visual means will address creative learners. This text will wrap-up the first several weeks of the unit.

Poster Activity Procedure (Culminating text):

1. Students will create a poster addressing the essential question for this unit.
2. Students will present posters to class with a brief explanation.

Category	Poster Rubric				Score
Use of Class Time	4	3	2	1	
Knowledge Gained	4	3	2	1	
Mechanics	4	3	2	1	
Originality	4	3	2	1	
Graphics - Relevance	4	3	2	1	

Total: ___/20

Comments:

C. Skit Performance (In-process text):

The skit rubric will help assess how well the students define “conformity.” The students will perform a skit for the class in groups. Students will draw from class discussions and journal entries for topics. Participation is required for this in-process text. Roles will include narrator or performers and is at the discretion of the groups. Designated class time will be allotted for students to work on skits and to assist them as needed.

Skit Rubric					
Category	4	3	2	1	Score
Speak Clearly	Group members speak clearly all the time, and mispronounce no words.	Group members speak clearly all the time, and mispronounce one word.	Group members speak clearly most of the time. Mispronounce more than one word.	Group members often mumble or cannot be understood or mispronounce more than one word.	
Enthusiasm	Facial expressions and body language generate strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions and body language. Did not generate much interest in the topic being presented.	

Interest and Purpose	Skit has a clear and interesting purpose.	Skit is interesting, but purpose is somewhat unclear.	Skit is not very interesting and purpose is somewhat unclear.	Skit is not interesting and has no discernable purpose.	
Content	Group shows a full understanding of the topic.	Group shows a good understanding of the topic.	Group shows a good understanding of parts of the topic.	Group does not seem to understand the topic very well.	
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume is often too soft to be heard by all audience members.	
Preparedness	Group is completely prepared and has obviously rehearsed.	Group seems pretty prepared but might have needed some more rehearsing.	Group is somewhat prepared, but it is clear that rehearsal was lacking.	Group does not seem at all prepared to present.	
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility most of the time.	Group delegates tasks and shares responsibility some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.	

Total: ____/28

Comments:

D. Analytical Essay (Culminating text)

Throughout this unit you have read various works of literature including a short story, poem, novel and film. These texts illustrate the conformity theme and help to answer essential questions such as the meaning of conformity and which group you most identify with. For the final assessment of this unit, you will need to draw from in-class activities, readings and strategies in order to thoroughly answer this essay prompt. Based on what you have learned about conformity and nonconformity, you will need to:

- Describe what conformity means to you.
- Describe what you intend to do with the knowledge gained from this unit of study.
- If faced with the choice to conform or not to conform to peer and social pressures, how would you respond?
- How has your stance changed since the beginning of the unit?

Analytical Essay Procedure (Culminating text):

1. Students will have the last two weeks of the unit to brainstorm, prewrite, revise and edit essay.
2. Rubrics will state writing expectations.
3. Essays submissions must following the correct order: rubric, final draft, 2nd draft with peer edit notations, and brainstorming graphic organizer.
4. Essays must be a minimum of 2 pages in length.
5. Grammatical errors should be kept to a minimum.
6. Student must turn in assignment at the beginning of class on the due date.
7. Essays must are typed in 12-point Times font, double-spaced with 1" margins and stapled in the upper left corner.
8. Student name, class period, date and assignment should appear in the upper right corner.
9. Drafts, handouts, reviews and edits must accompany final essay.

Analytical Essay Rubric	
A	<ul style="list-style-type: none"> - Student thoroughly answered essay question - Student turned in assignment on time - Student submitted assignment in the correct order - Students name, etc. is in the upper left corner - Essay is typed - Essay drafts reflects peer edit - Minor grammatical errors
B	<ul style="list-style-type: none"> - Student answered essay question - Student turned in assignment on time - Student submitted assignment incorrectly - Students name, etc. is in the upper left corner - Essay is typed - Essay drafts reflects peer edit - Grammatical errors
C	<ul style="list-style-type: none"> - Student briefly answered essay question - Student turned in assignment on time - Student submitted assignment incorrectly - Students name, etc. is in the upper left corner - Essay is typed with incorrect font - Peer edit omitted - Grammatical errors
D	<ul style="list-style-type: none"> - Student briefly answered essay question - Student turned in assignment late - Student submitted assignment incorrectly - Students name, etc. is in the upper left corner - Essay is typed with incorrect font - Peer edit omitted - Major grammatical errors

GOAL 2:

Students should be able to demonstrate knowledge of readings strategies (pre, during and after) for assigned texts and apply strategies during discussions, group work, in logs and on essay writing assignment.

A. Likert Scale (In-process text):

An after-reading strategy used to extend meaning. This strategy will help to measure what student comprehension after reading the novel, summaries the text and gives students ideas for the essay writing assignment due at the end of the unit. The likert scale is a generalizations that help students to also:

- Construct meaning by connecting with text prior to reading
- Distinguish fact from fiction
- Draw conclusions
- Make contrasts and comparisons
- Make generalizations
- Monitor their understanding of text

Likert Scale Procedure (In-process text):

1. General statements about a character, motif, conflict or symbol from the novel are written on large butcher paper.
2. With colored markers, student makes a mark indicating whether they strongly disagree, disagree, agree or strongly agree with the statement.
3. Afterwards, the class will discuss decisions marked.

B. Probable Passage (In-process text):

A pre-reading strategy that will helps students to:

- Interact with various texts prior to reading
- Discuss meaning of words
- Creating gist statements
- Make inferences
- Make predictions
- Focus story structures
- Identify conflict and resolve problems

Probable Passage Procedure (In-process text):

1. Teacher provide several vocabulary terms from reading.
2. Students use probable passage graphic organizer to complete pre-reading strategy.
3. Students insert terms in the correct box according to their most probable place in the story (characters, setting, problems, outcomes and unknown words).
4. Students make predictions and inferences about the story and write a gist statement stating what they think the story is about.

C. Say Something (In-process text):

Pairs of students alternate reading aloud portions of a text. When students pause, they are required to say something about what was read. Once the partner responds to what is said regarding the text, a new reader begins to read. This strategy will enable students to:

- Construct meaning by connecting with text prior during reading
- Make comparisons and contrasts of primary and secondary texts
- Focuses student's attention
- Clarify confusing texts
- Make predictions
- Helps students ask questions
- Teaches listening skills

Say Something Procedure (In-process text):

1. Students will receive passages from the short story "The Lottery."
2. In pairs, students will determine who will speak first.
3. When partner says something he/she must: make a prediction, ask a question, clarify a misunderstanding, make a comment or make a connection.
4. If student cannot say anything, they must reread text.
5. The student's partner comments verbally on partner's response.
6. After 2-3 minute, students switch roles.

D. KWL Chart (In-process text)

This strategy is a useful pre, during and after reading strategy to gauge student progression. It determines what students know, what students want to learn and what students learned during an assignment. Students will need to know the meaning of conformity, types of conformity or ways people conform in various roles. Struggling readers can make connections as well with other texts used throughout the unit (film, poem, short story). Beers states, "a great place for students to record information that other students or small groups share with the class" is reserved for the end the final column of the chart.

- Activate prior knowledge
- Define content-specific vocabulary
- Offers another reading strategy for struggling readers
- Generate questions to ask

GOAL 3:

Students should be able to think independently during whole-class discussions and collaborative groupings.

A. Socratic Circles (In-process text):

Smagorinsky states, "One way you can evaluate students is to teach them to ask questions" (Smagorinsky 88). The purpose of Socratic circles is to accomplish many of the bullets below. It is a type of reflective thinking exercise we will use to determine what students know and don't know from their assigned readings. Because it offers exploration of dialogue amongst its members, students will engage in mini and large group conversations on the novel *Speak* in order to construct knowledge in an open and exploratory fashion. Teachers will model how to conduct a Socratic circle. After learning the procedures for this in-process text, students will be able to independently:

- Ask clear questions
- Make text-to-text, text-to-self and text to world connections
- Respond appropriately to questions asked by peers

- Provide references to support statements and/or comments
- Conduct exploratory talk for set time
- Demonstrate critical listening skills

Socratic Circle Rubric	
Score	Basis for Scoring
4 or A	<ul style="list-style-type: none"> • frequently contributes meaningfully to the discussion • uses specific references to the text or film • builds on another's point explains ideas thoroughly • explains ideas clearly • initiates new ideas • pays attention when others speak • makes direct references to points made by other students • includes others through verbal exchange or invitation into conversation
3 or B	<ul style="list-style-type: none"> • occasionally contributes to the discussion • refers to the text or film in general ways • occasionally refers to another's point • attempts to explain ideas • may initiate a new idea • pays attention when others speak
2 or C	<ul style="list-style-type: none"> • rarely contributes to the discussion • shows little evidence of knowledge regarding the text or film • presents unexplained ideas • makes tangential remarks • becomes involved sporadically • rarely pays attention when others speak
1 or D	<ul style="list-style-type: none"> • makes little or no contribution to the discussion • no evidence of knowledge regarding the text or film • speaks off topic • shows uninvolved attitude • interrupts when others speak • dominates • makes personal criticisms of the ideas of others • shows disrespect • attempts to obstruct the discussion process • does not pay attention to others

Comments:

Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<ul style="list-style-type: none"> - Unit overview / expectations - Discuss KWL chart 	<ul style="list-style-type: none"> - Quickwrite - Intro activity - Group assignments - Say something activity on short story "The Lottery" 	<ul style="list-style-type: none"> - Continue say something activity on short story "The Lottery" 	<ul style="list-style-type: none"> - Quickwrite - Probable passage activity - Poem "Conformity" 	<ul style="list-style-type: none"> - Independent reading - Book talk <u>Speak</u> / Pre-reading strategy (cover/title/epilogue/prologue)
Week 2	<ul style="list-style-type: none"> - Begin novel <u>Speak</u> p. 3-26 - Discussion - HW: read p. 26-46, respond in reading logs 	<ul style="list-style-type: none"> - Quickwrite - Introduction of Socratic circles (rubric) - Assign mini groups to conduct Socratic circle activity on p. 26-46 	<ul style="list-style-type: none"> - Read novel p. 46-72 - Whole class discussion - HW: read p. 73-92, respond in reading logs 	<ul style="list-style-type: none"> - Quickwrite - Review rules for Socratic circle - Socratic circle discussion of p. 73-92 (same mini groups) 	<ul style="list-style-type: none"> - Independent reading - Poster activity (rubric) - HW: read p. 93-113, respond in reading logs
Week 3	<ul style="list-style-type: none"> - Movie clips from <u>Remember the Titans</u> - Socratic circle (whole class) - HW: read p. 127-137, respond in reading logs 	<ul style="list-style-type: none"> - Quickwrite - Read novel p. 141-155 & discuss - Assign groups for skit (rubric) - Brainstorm skit (suggestions/rubric) 	<ul style="list-style-type: none"> - Read novel p. 155-170 - Continue working on skits - HW: read p. 171-184, respond in reading journal 	<ul style="list-style-type: none"> - Quickwrite - Independent reading - Discuss p. 171-184 - Finalize skit performances 	<ul style="list-style-type: none"> - Skit performances (groups 1-5) - HW: read p. 184-198, respond in reading logs, brainstorm essay topic
Week 4	<ul style="list-style-type: none"> - Provide essay rubric - Likert scale activity 	<ul style="list-style-type: none"> - Quickwrite - Brainstorm graphic organizer - Independent reading 	<ul style="list-style-type: none"> - Work on draft #1 - Independent reading 	<ul style="list-style-type: none"> - Continue working on draft #1 - Conferencing - Independent reading 	<ul style="list-style-type: none"> - Peer review introduction/questions - Peer review form - Independent reading

5	<ul style="list-style-type: none"> - Review essay rubric - Revise Draft #2 of essay - Conferencing - Independent reading 	<ul style="list-style-type: none"> - Continue conferencing - Introduce peer editing - Rewrite paper in MS Word - Independent reading 	<ul style="list-style-type: none"> - Continue rewrite paper in MS Word - Read and edit 2 student essays - Independent reading 	<ul style="list-style-type: none"> - Analytical essays due - KWL chart - Watch movie <u>Speak</u> 	<ul style="list-style-type: none"> - Continue movie <u>Speak</u>
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Lesson Plans

Week 1: Day 1

Title: Unit Overview

Primary Subject: Remedial Reading

Grade: 9

Length of Lesson: One 50 minute session

Overview:

The students will be introduced into the subject of conformity. The students will be briefed on what is to come in the next four weeks and prepared for the assignments ahead. The students will begin a KWL chart and finish the chart at the end of the four weeks.

Content Objectives:

- Students will know what is expected of them over the next four weeks
- Students will be prepared for the assignments to come.

Sunshine State Standards:

- LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.
- LA.910.6.1.2: The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents.

Materials Needed:

Teacher:

- KWL chart (Appendix A)
- PowerPoint

Student:

- Paper and pencil
- Open mind

Introduction Activity:

1. Introduce the topic of “Conformity” in the form of a KWL chart.
2. Draw a KWL Chart on the board and tell the students to fill in their worksheet KWL chart as they go.
3. Have the students call out what they “know” and what they “want to know.”

Procedure:

1. Show PPT slide of Unit Plan calendar.
2. Go week by week and explain all the activities briefly, but do not drag on because you will be modeling the assignments when that time comes.
3. Allow for any questions or comments.

Assessment: Collect the KWL chart to be sure the students paid attention.

Week 1: Day 2 & 3**Title:** Intro Activity/Dot Lottery**Primary Subject:** Remedial Reading**Grade:** 9**Length of Lesson:** Two 50 minute sessions**Overview:**

The students will be introduced to “The Lottery” by Shirley Jackson through an interesting twist on the lottery. The students should recognize the worst of conformity through the short story. Then, the students will participate in a Say Something where they should be able to identify how conformity affected the story and how the story could have changed to avoid the conformity that occurred.

Content Objectives:

- SWBAT define conformity
- SWBAT identify conformity’s role in a story
- SWBAT describe how a story can change without conformity

Sunshine State Standards:

- **LA.910.1.7.2:** The student will analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning.
- **LA.910.1.7.3:** The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
- **LA.910.1.7.4:** The student will identify cause-and-effect relationships in text.

Materials Needed:**Teacher:**

- 31 folded sheets of paper (4 of the 31 sheets need black dots on them)
- Copies of “The Lottery” by Shirley Jackson (Appendix C)
- Quickwrite question #1 (Appendix B)

Student:

- Paper and pencil
- “The Lottery” short story (Appendix C)
- Open mind

Introduction Activity:

1. As the students walk through the door, hand them a sheet of paper, and say, "Don't open it. I have to tell everyone something very important."
2. When class starts say, "Okay, grades are due in next week, and I have misplaced my grade book. I want to make a deal with you, I will give everyone an 'A' for the six weeks and four people will receive an 'F.' Does everyone agree? No turning back. "
3. You must sell this to the kids so that they all agree to do it. Then, after everyone has agreed, have them open their papers. Slowly you will find out who received the dots, they will argue with you and say it is not fair.

4. After a little while you can say, "How would you like it, if you lived in a village and instead of a dot and an 'F,' your name would be drawn and you might die?"
5. Now, the students should be motivated and engaged to read "The Lottery" by Shirley Jackson.

Procedure:

1. Start the Say Something activity by:
2. The students should be paired according to reading level (lower reading level with a higher reading level).
3. Read the first paragraph of "The Lottery" to model the Say Something activity.
4. When you finish try to summarize* the key points about the text on the board without looking back at the text.
5. Write on the board or paper the following that could be used instead of summarizing, but these should not limit the freedom of expression the students should feel when completing this exercise. Students should be allowed to choose what they want to say.
 - Summarize the section read.
 - Ask a question to clarify meaning of a word or idea.
 - Identify an important question that is answered by the passage.
 - Ask a reflective question prompted by the content.
 - Relate the content to a personal situation or real-life example.
 - React to the ideas in some way that reflects analysis or evaluation of the reading.
 - Agree or disagree with the content or the author's point of view.
 - Discuss the style or logical development of the writer.
 - Draw inferences from the reading.
 - Compare or contrast this passage with other readings or ideas.
 - Share a reading skill that was useful during the reading.
 - Predict what will follow in the next section to be read.
6. Then, students take turns saying something to the class in response to the first paragraph.
7. Next, the students should continue with the rest of the passage on their own.
8. Make sure the students write down their ideas as well as communicate their ideas to their partner.
9. Make sure the students know to read a paragraph, and after that react. Then, switch and repeat.

NOTE:

- The students will not have time to finish the passage in one day. Even though it is a short story, the student's should have ample time to finish the story and express their ideas.
- To refresh the students' minds on the next day of this lesson, have the students perform a quickwrite.
- Demonstrate that a quickwrite is your own opinion on the question provided. Tell them to keep in mind what they learned the day before. Use the following question: What does the word "conform" mean?

Assessment: Collect the quickwrite.

Week 1: Day 4**Title:** Probable Passage on “Conformity” Poem**Primary Subject:** Remedial Reading**Grade:** 9**Length of Lesson:** One 50 minute session**Overview:**

The students will start the day with a refresher quickwrite question. Then, students will be introduced to a Probable Passage activity on a poem called “Conformity” by author Chris B.

Content Objectives:

- SWBAT show who conforms and if there is any discrimination.

Sunshine State Standards:

- **LA.910.1.7.1:** The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- **LA.910.1.7.4:** The student will identify cause-and-effect relationships in text.

Materials Needed:**Teacher:**

- Quickwrite question #2 (Appendix B)
- Copies of “Conformity” poem (Appendix D)
- Probable passage worksheet (Appendix E)

Student:

- Paper and pencil
- Open mind

Introduction Activity:

1. Write the quickwrite on the board.
2. Students will answer quickwrite #2 - Who conforms? Is there any discrimination?

Procedure:

1. Explain that the Probable Passage Activity is a technique to help them predict what the next reading will be about.
2. Go through each section of the Probable Passage. EX: These are the key words. Look them over, think about the words, and then categorize them in the chart.
3. Model the activity as best you can without sounding condescending, if the students understand the worksheet then allow them to work.
4. After about 15-20 minutes on the worksheet, the students should be done.
5. After completing the probable passage the students should be ready to read the “Conformity” poem.

Conclusion/wrap-up:

- Hold a small discussion and allow students to share whether or not their predictions were correct.

Assessment: Collect the quickwrites and probable passage worksheets.

Week 1: Day 5

Title: SPEAK- Book Talk

Primary Subject: Remedial Reading

Grade: 9

Length of Lesson: One 50 minute session

Overview: Students will take a break and do independent reading. The students will also learn some pre-reading strategies and learn about next week's book, SPEAK by Laurie Halse Anderson.

Content Objectives:

- SWBAT complete independent reading.
- SWBAT utilize pre-reading strategies.

Sunshine State Standards:

- **LA.910.1.7.1:** The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- **LA.910.1.7.6:** The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections.

Materials Needed:

Teacher:

- SPEAK by Laurie Halse Anderson (enough copies for the class)

Student:

- Novel Speak
- Extra books
- Paper and pencil
- Open mind

Procedure:

1. Allow the students 15 minutes for independent reading.
2. Then, begin the book talk on SPEAK.
3. Use pre-reading strategies, such as the following:
 - The cover artwork shows a woman's eyes, what do you think that tells us about the book? Do they look happy or sad? There is something that looks like a branch coming across the cover. What do you think that means/represents?
 - Discuss the title SPEAK. Not an ordinary title. Ask the students: What or who do you think speaks or does not speak? Why?
4. Epilogue and Prologue (If time permits, read both. If not, then read Epilogue). Ask if there are any predictions for the book based on the Epilogue.

Week 2: Day 1

Title: Class reading SPEAK and discussion

Primary Subject: Remedial Reading

Grade: 9

Length of Lesson: One 50 minute session

Overview: The students will begin the novel SPEAK by Laurie Halse Anderson. Then, the class will discuss what they know so far and relate their knowledge to what they have read so far.

Content Objectives:

- SWBAT begin to understand conformity's role in the beginning of the story
- SWBAT share their predictions on how the story might turn.

Sunshine State Standards:

- LA.910.1.7.1: The student will use background knowledge of subject and related content areas, pre-reading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.910.5.2.1: The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)
- LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.

Materials Needed:**Teacher:**

- SPEAK by Laurie Halse Anderson (enough copies for the class)

Student:

- Paper and pencil
- Speak
- Open mind

Procedure:

1. Begin the novel SPEAK by Laurie Halse Anderson
 - Read pages 3-26
2. Discuss the first 26 pages with the whole class for the remainder of class
 - Ask open ended questions to begin a class discussion (* remember to let the class discuss. DO NOT LECTURE...about the book. Let the students form their own opinions):
 - What do think might happen next?
 - How will Melinda cope with her situation?
3. Explain Reading logs to use for homework.
 - Make sure they know to write down their ideas and opinions, so that they can remember and utilize their notes for their final paper.

4. Assign homework: read p. 26-46, respond in reading logs

Assessment: Check to see that all students participate in reading, expressing and listening during reading and discussion.

Week 2: Day 2

Title: Introduction to Socratic Circle on SPEAK

Primary Subject: Remedial Reading

Grade: 9

Length of Lesson: One 50 minute session

Overview: The students will start class with a quickwrite. Then, introduce Socratic Circles by explaining and modeling. Next, conduct Socratic circle activity for the SPEAK.

Content Objectives:

- SWBAT interact with other students, while discuss and solidifying their opinions on Conformity.
- SWBAT identify conformity's role in a story.

Sunshine State Standards:

- LA.910.5.2.1: The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)
- LA.910.5.2.2: The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations)
- LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations

Materials Needed:

Teacher:

- SPEAK by Laurie Halse Anderson (enough copies for the class)
- Quickwrite question #3 (Appendix B)
- PowerPoint

Student:

- Paper and pencil
- Novel SPEAK
- Open mind

Procedure:

1. Quickwrite: Use the following question: Why do people conform? What would make someone conform?
2. Introduce Socratic Circles using PowerPoint.
3. The students should prepare questions and have their reading logs ready in class, to keep the discussion going.
4. Show the inner and outer circles. Then explain how the outer circle listens while the inner circle discusses.
5. Have the class form two circles (inner and outer circles)

6. Begin the discussion...if the students look at you, not knowing what to do, simply inform them to use their questions and reading log to resume the discussion.

Assessment:

- Collect the quickwrite responses.
- Make sure the all the students participate in Socratic Circles discussion.
- Collect reading logs from homework.

Week 2: Day 3

Title: SPEAK discussion

Primary Subject: Remedial Reading

Grade: 9

Length of Lesson: One 50 minute session

Overview: The students will begin the novel SPEAK by Laurie Halse Anderson. Then, the class will discuss what they know so far and relate their knowledge to what they have read so far.

Content Objectives:

- SWBAT begin to understand conformity's role throughout the story
- SWBAT share their predictions on how the story might turn.

Sunshine State Standards:

- LA.910.1.7.1: The student will use background knowledge of subject and related content areas, pre-reading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.910.5.2.1: The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)
- LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.

Materials Needed:

Teacher:

- SPEAK by Laurie Halse Anderson (enough copies for the class)

Student:

- Paper and pencil
- SPEAK
- Open mind

Procedure:

1. Begin the novel SPEAK by Laurie Halse Anderson
2. Read pages 46-72 and discuss the first 72 pages with the whole class for the remainder of class.
3. Ask open ended questions to begin a class discussion (* remember to let the class discuss. DO NOT LECTURE...about the book. Let the students form their own opinions):
 - What do think really happened to Melinda?
 - How can Melinda change her current situation, to make her "part of the crowd?"
 - How is Melinda coping with the situation?
4. Explain Reading logs to use for homework.
5. Make sure they know to write down their ideas and opinions, so that they can remember and utilize their notes for their final paper.

6. Assign homework: read 73-92, respond in reading logs

Assessment:

- Check to see that all students participate in reading, expressing and listening during reading and discussion.

Week 2: Day 4**Title:** Socratic Circles for SPEAK**Primary Subject:** Remedial Reading**Grade:** 9**Length of Lesson:** One 50 minute session

Overview: The students will start class with a quickwrite. Then, remind the students how a Socratic Circle works, then the students will start their own Socratic circles discussing part of the novel SPEAK.

Content Objectives:

- SWBAT solidify their opinion on conformity.
- SWBAT identify conformity's role in a story.
- SWBAT listen to the other students' points of view.

Sunshine State Standards:

- LA.910.5.2.1: The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)
- LA.910.5.2.2: The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations)
- LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations

Materials Needed:**Teacher:**

- SPEAK by Laurie Halse Anderson (enough copies for the class)
- Quickwrite question #4 (Appendix B)

Student:

- Paper and pencil
- Novel SPEAK
- Open mind

Procedure:

1. Quickwrite: Use the following question: Think of a time when you conformed. What made you conform? Why?
2. Begin Socratic Circles
3. The students should prepare questions and have their reading logs ready in class, to keep the discussion going.
4. Have the class form two circles (inner and outer circles)
5. Begin the discussion...if the students look at you, not knowing what to do, simply inform them to use their questions and reading log to resume the discussion.

Assessment:

- Collect the quickwrite
- Make sure the all the students participate in Socratic Circles discussion.
- Collect Reading Logs from homework.

Week 2: Day 5**Title:** Conformity Poster**Primary Subject:** Remedial Reading**Grade:** 9**Length of Lesson:** One 50 minute

Overview: The students will begin with independent reading. Then the students will draw on what they have learned in the last two weeks and prior to produce a poster about conformity. Hopefully, the poster will give them a break from the everyday reading and help them process their thoughts through a creative means.

Content Objectives:

- SWBAT define conformity
- SWBAT identify conformity through the material provided over the first two weeks to draw from.
- SWBAT display their opinion of conformity and their experiences in artistic form.

Sunshine State Standards:

- LA.910.6.3.3: The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
- LA.910.6.2.2: The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations
- LA.910.6.2.3: The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas

Materials Needed:**Teacher:**

- SPEAK by Laurie Halse Anderson (enough copies for the class)
- Extra books, just in case, for independent reading
- Paper/Posterboard (enough for everyone in class)
- Coloring pencils/markers
- Scissors
- Glue (Depending on the maturity of your class)
- Any other creative utensils used for making a poster, not mentioned
- Make example posters to model for the class.

Student:

- Paper and pencil
- SPEAK
- An outside book for independent reading
- Any art supplies as listed above (if applicable)
- Open mind

Procedure:

1. Independent reading for the first 15 minutes of class.
2. Students should bring out their art supplies (if applicable).
3. Have table set up with art supplies
4. There should be order when the students go to get art supplies. Teacher can go in alphabetical order, by seating arrangement, or however the best method of order is in the classroom.
5. Pass out the paper for the poster.
6. Explain the poster should be about conformity.
7. The students will draw on what they have learned in the last two weeks and prior.
8. They can use their books, reading logs, and any other materials that might help them.
9. Show the Pre-made model posters to demonstrate how creative the class can get.
10. If the students have time, have them explain in their own words a few sentences about the poster.
11. Allow the students 30 minutes to complete their poster.
12. Then the last 5 minutes of class allow a few people to share (if possible), and time for clean-up.

Assessment: Collect posters.

Week 3: Day 1**Title:** Movie Clips and Socratic Circle**Primary Subject:** Remedial Reading**Grade:** 9**Length of Lesson:** One 50 minute session

Overview: We will show clips from Remember the Titans to show how the students overcame conformity and showed the way for other students, parents, and teachers within the school and community. Then, the students will draw on what they learned from the movie clips and the first two weeks of the Unit to discuss their opinions and questions on the topic of “Conformity.”

Content Objectives:

- SWBAT identify conformity in other literacy media than reading.
- SWBAT hear and express how their idea of conformity has developed over the past two weeks.

Sunshine State Standards:

- LA.910.1.7.1: The student will use background knowledge of subject and related content areas, pre-reading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.910.5.2.1: The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)
- LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.

Materials Needed:**Teacher:**

- SPEAK by Laurie Halse Anderson (enough copies for the class)
- Remember the Titans movie clips

Student:

- Paper and pencil
- SPEAK
- Open mind

Procedure:

1. Watch movie clips. Allow students to write down any ideas or questions they might have about the clips or conformity within the clips.
2. Have the students prepare for Socratic Circles
3. Allow the students to address any questions, comments, or opinions they might have about the movie clips and they should be able to connect ideas from the previous two weeks of class.
4. Assign homework: read p. 127-137, respond in reading logs

Assessment:

- Check all the students pay attention to the clips and write down their opinions and questions.
- Check to see that all students participate in Socratic Circle, expressing and listening during reading and discussion.

Week 3: Day 2**Title:** Read aloud and Group Skit for conformity**Primary Subject:** Remedial Reading**Grade:** 9**Length of Lesson:** One 50 minute session

Overview: The students will begin class with a quickwrite. Then move on to a read aloud of *SPEAK*. Then, the teacher will explain and help the students plan for a skit that they will present at the end of the week, on Conformity.

Content Objectives:

- SWBAT listen carefully to others.
- SWBAT plan effectively for a project.

Sunshine State Standards:

- LA.910.1.7.1: The student will use background knowledge of subject and related content areas, pre-reading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.910.5.2.1: The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)
- LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.

Materials Needed:**Teacher:**

- *SPEAK* by Laurie Halse Anderson (enough copies for the class)
- Quickwrite question #5 (Appendix B)
- Copies of skit Rubrics (enough for class)
- YouTube video (example for skits)
(http://www.youtube.com/watch?v=_nB05mTwPHY)

Student:

- Paper and Pencil
- *SPEAK*
- Open mind
- Homework assignment from yesterday

Procedure:

1. Quickwrite: Use the following question: How do different groups (cliques, clans, gangs or other influential groups) and age affect conformity?
2. Read *SPEAK* aloud pages 141-155. Discuss what has happened so far and any predictions for the remainder of the book.
3. Introduce Conformity skit.

4. Pass out Skit rubric. Go over the rubric. Make sure no one has any questions and understands the whole rubric.
5. Assign groups (amount of groups will vary, but no group should have more than five people to make sure that everyone has a say in planning of the skit).
6. Show the YouTube video (<http://www.youtube.com/watch?v=nB05mTwPHY>)
7. Explain that the students will put together a skit. The skit will be based on what they have learned throughout the last two weeks on Conformity. The skit should be 5-10 minutes long. The group should apply everything from the rubric in their skit. They can use music in the background, posters for visual effect. The imagination should have no limits, as long as they make connections from some of the materials and utilize any other knowledge to share what they know in skit form.
8. Assign homework: Keep thinking about the skits.

Assessment:

- Check to see that all students participate in reading, expressing and listening during reading and discussion.
- Check that all students participate in the planning and brainstorming of the skit.

Week 3: Day 3

Title: SPEAK and skit work

Primary Subject: Remedial Reading

Grade: 9

Length of Lesson: One 50 minute session

Overview: The students will start class by reading SPEAK. After a small discussion, the students should resume their Conformity Skit groups to keep planning and start practicing.

Content Objectives:

- SWBAT display their understanding of Conformity through artistic form.
- SWBAT utilize their knowledge of Conformity.

Sunshine State Standards:

- LA.910.1.7.1: The student will use background knowledge of subject and related content areas, pre-reading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.910.5.2.1: The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)
- LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.

Materials Needed:

Teacher:

- SPEAK by Laurie Halse Anderson (enough copies for the class)

Student:

- Paper and Pencil
- SPEAK
- Open mind

Procedure:

1. Read SPEAK aloud pages 155-170
2. Discuss what has happened so far and any predictions for the remainder of the book.
3. Allow the students the rest of class to work in groups. They can practice, if they need to.
4. Assign homework: read p. 171-184, respond in reading journal.

Assessment:

- Check to see that all students participate in reading, expressing and listening during reading and discussion.
- Check to make sure all students are participating in the group skit.

Week 3: Day 4**Title:** Conformity activities**Primary Subject:** Remedial Reading**Grade:** 9**Length of Lesson:** One 50 minute session

Overview: The students will start class by responding to a quickwrite. Then, move into 15 minutes of Independent reading. Next, we will discuss the homework reading of *SPEAK*. Finally, the students will have one last chance to finalize their plans for the skit performances.

Content Objectives:

- SWBAT respond, react and plan to different forms of literacy and media.

Sunshine State Standards:

- LA.910.1.7.1: The student will use background knowledge of subject and related content areas, pre-reading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.910.5.2.1: The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)
- LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.

Materials Needed:**Teacher:**

- *SPEAK* by Laurie Halse Anderson (enough copies for the class)
- Quickwrite question #6 (Appendix B)
- Extra Books for independent reading (just in case)

Student:

- Paper and Pencil
- *SPEAK*
- Independent Reading book
- Any Skit materials needed (ask teacher if you need additional supplies)
- Open mind

Procedure:

1. Quickwrite: Use the following question: What are some ways to avoid conformity? How did some of the characters, we are studying, avoid and encourage conformity?
2. Independent reading (15 minutes).
3. Discuss what has happened so far and any predictions for the last part of the book.
4. Finalize skit performances. Make sure they know to write down their ideas and opinions, so that they can remember and utilize their notes for their final paper.
5. Assign homework: practice for skit performances tomorrow.

Assessment:

- Collect quickwrite
- Collect reading logs
- Check to see that all students participate in reading, expressing and listening during reading, discussion, and skit planning.

Week 3: Day 5

Title: Conformity Skits

Primary Subject: Remedial Reading

Grade: 9

Length of Lesson: One 50 minute session

Overview: The students will utilize and draw from their knowledge of Conformity and put forth that information within a group in the form of a skit.

Content Objectives:

- SWBAT perform their knowledge of Conformity.
- SWBAT hear and express how their idea of conformity has developed over the past three weeks.

Sunshine State Standards:

- LA.910.5.2.2: The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations).
- LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.
- LA.910.5.2.4: The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message.
- LA.910.5.2.5: The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).

Materials Needed:

Teacher:

- Skit rubrics (to grade everyone)

Student:

- Paper and pencil
- Any materials needed for presentation
- Open mind

Procedure:

1. Each group will present their presentations.
2. Take volunteer groups first, and then call on the rest.
3. Allow for a few minutes after each presentation, for any group member who has any justifications that they feel need to be added, or any questions that people might have about the presentation.
4. Assign homework: read p. 184-198, respond in reading logs.

Assessment:

Pass back rubrics, if possible.

Week 4: Day 1 - 5**Title:** Essay Writing Prep**Primary Subject:** Remedial Reading**Grade:** 9**Length of Lesson:** 5 - 50 minute sessions

Overview: Gearing up for the unit's finale, students will make preparations to write an analytical essay for the culminating text. Students will use all the knowledge gained on conformity and reference all reading responses, writing assignments, quickwrites and film responses from previous weeks to complete essay. Students will concentrate primarily on prewriting and organization of essays. Additional scaffolding is provided in the form of modeling, graphic organizers and conferencing throughout the prewriting process.

Content Objectives:

- SWBAT organize their ideas from previous quickwrites and journal assignments.
- SWBAT write several drafts using writing essay guidelines.
- SWBAT conduct peer reviews of two different students.

Sunshine State Standards:

- LA.910.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests.
- LA.910.3.1.3: The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- LA.910.3.2.1: The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience.
- LA.910.3.3.1: The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.
- LA.910.3.3.4: The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

Materials Needed:

- Quickwrite question #7 (Appendix B)
- Brainstorming graphic organizer (Appendix F)
- Organization handout (Appendix G)
- Likert Scale handout (Appendix H)
- Peer revision form (Appendix I)
- Peer review guidelines (Appendix J)
- Pencils, colored pens and markers
- Butcher paper
- Tape
- Projector
- Essay rubric

Day 1

Procedure:

1. Independent Reading (15 minutes)
2. Project likert scale onto butcher paper affixed to the wall.
3. Provide each student with a likert scale handout of Speak.
4. Since students have read the text, they will be able to respond subjectively.
5. After explaining the purpose of the scale, ask students to respond to the statements given by marking an “X” on the line above strongly agree, agree, strongly disagree or disagree.
6. Once all seven statements have been marked, students will select a colored marker and rewrite their answers on butcher paper.
7. Review answers provided by class.
8. Discuss why students made selections.
9. Provide each student with an essay rubric. This rubric is used to assess the culminating writing text due at the conclusion of the unit.
10. Thoroughly review essay rubric and guiding questions for essay. Students will have approximately 2 weeks to complete assignment.

Day 2

Procedure:

1. Quickwrite: Use the following question: After the past four weeks, how do you define conformity? How has your mind changed? Why?
2. Independent Reading (15 minutes)
3. Introduce the brainstorming graphic organizer to students.
4. Explain the purpose of the handout and model how to complete assignment.
5. Students will work in groups of 2-3 brainstorming ideas for their individual essays.
6. Students will continue prewriting by using their brainstorming handout and answer the guiding questions from day 1. Based on what you have learned about conformity and nonconformity, you will need to:
 - Describe what conformity means to you.
 - Describe what you intend to do with the knowledge gained from this unit of study.
 - If faced with the choice to conform or not to conform to peer and social pressures, how would you respond?
 - How has your stance changed since the beginning of the unit?

Day 3

Procedure:

1. Independent reading (15 minutes).
2. Review the organization handout. Handout is only a guide for students to follow while writing essays.
3. Now that students have an idea of what to write, they will begin organizing their first drafts.
4. Students develop rough drafts by focusing on the main idea, topic sentences, supporting ideas.

Day 4**Procedure:**

1. Independent reading (15 minutes).
2. Students will continue organizing first drafts during class time.
3. While students are working on drafts, conferences are conducted to monitor the progress of students.
4. During conferencing students are to bring handouts and drafts. Assignments are clarified further during these brief sessions with students.
5. Specific questions concerning essay are addressed in conferences; however, questions that are beneficial for the entire class are answered during the last 10 minutes of class.
6. For homework, students are to continue working on first drafts. A written copy is required to conduct peer reviews on day 5.

Day 5**Procedure:**

1. Independent reading (15 minutes).
2. The next step of the essay writing process is Peer review guidelines.
3. Using the peer review guideline handout, review the expectations for critiquing student drafts.
4. Provide a set of questions for each peer review reader to answer about essays.
5. Model a peer review of a former student samples for class.
6. Distribute (2) peer review questions handouts to students.
7. Students must use colored pens in order to make editing comments.
8. Students exchange their 2nd drafts with another classmate and conduct a peer review.
9. Students return essays and exchange drafts with a different student.
10. Using same colored pen for peer review, students must also legibly sign their names at the top front of all papers reviewed. Students will not receive credit for peer reviews without signatures.
11. Groups are to identify specifics of revisions. Students should refer to the suggested guidelines for comments.
12. Afterwards, group members exchange papers and conduct another peer review.

Assessment:

- During conferencing with students, verify that students clearly understand assignments and are making progress at brainstorming, prewriting and revision processes.
- Refer to previous lessons, handouts and rubric for guidance.
- Check to see whether brainstorming and organization handout is complete.

Week 5: Day 1 - 5

Title: Essay Edits and Revisions

Primary Subject: Remedial Reading

Grade: 9

Length of Lesson: 5 - 50 minute sessions

Content Objectives:

- SWBAT conduct peer edits of two different students.
- SWBAT compile and finalize analytical essay for submission.

Sunshine State Standards:

- LA.910.3.3.1: The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.
- LA.910.3.3.4: The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
- LA.910.3.4.2: The student will edit for correct use of capitalization, including names of academic courses and proper adjectives.
- LA.910.3.4.3: The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.
- LA.910.3.4.4: The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement.

Materials Needed:

- Essay rubric
- Peer editing guidelines (Appendix K)
- Colored pens
- Pencils
- KWL chart (Appendix A)
- Movie “Speak”
- Computers w/MS Word software
- Thumb drives to save unfinished assignments

Day 1

Procedure:

1. Independent reading (15 minutes)
2. Review essay rubric once again and remind students what is required by the end of the week.
3. Students spend class time revising draft #2 of essay.
4. Conferences are conducted to monitor student progress.
5. During conferencing students are to bring draft #1, drafts #2 and any questions they have concerning the essay.
6. Specific questions are addressed during conferencing; however, questions that are beneficial for the entire class are answered during the last 10 minutes of class.

Day 2

Procedure:

1. Independent reading (15 minutes)
2. Finish conferences with students.
3. Introduce peer editing. Thoroughly explain peer editing to students. Students are required to conduct (2) peer edits of their peer's second drafts.
4. Use colored pens to make corrections or comments.
5. Students must also legibly sign their names at the top front of all papers they edit. Students will not receive credit for peer edit without signatures.
6. Once peer edits are complete, students can begin rewriting final drafts of essay in computer lab using MS Word.

Day 3

Procedure:

1. Independent reading (15 minutes).
2. Students are required to conduct (2) peer edits of their peers' second drafts. Students will not receive credit for peer edit without signatures
3. Remind students to refer to guidelines when editing student essays.
4. The remaining class time is used to type essays using MS Word.
5. Reminds students of essay due date. Make sure essays are packaged properly and stapled together: (top to bottom) - rubric/typed final draft, draft#2 w/2 peer edits, drafts #1 w/2 peer revisions, draft #1, brainstorming and prewriting handouts.

Day 4

Procedure:

1. Collect all analytical essays.
2. Review the KWL chart. Determine what students have learned throughout the unit on conformity that they wish to share and what information they would have like to have covered that was not covered in the unit.
3. Chart should cover all texts read, written, viewed and performed.
4. After the KWL chart is completed, students will begin watching the movie version of Speak.

Day 5

Procedure:

1. Continue watching Speak movie.
2. At the conclusion, discuss some of the differences between the novel and the movie.

Assessment:

- During conferencing with students, verify that students clearly understand assignments and are making progress during revision and editing processes.
- Use rubric to grade analytical essays.

Appendix A - KWL Chart

Topic _____		
What I Know	What I Want To Know	What I Learned

Appendix B - Quickwrite Questions

1. What does the word “conform” mean?
2. Who conforms? Is there any discrimination?
3. Why do people conform? What would make someone conform?
4. Think of a time when you conformed. What made you conform? Why?
5. How do different groups (cliques, clans, gangs or other influential groups) and age affect conformity?
6. What are some ways to avoid conformity? How did some of the characters, we are studying, avoid and encourage conformity?
7. After the past four weeks, how do you define conformity? How has your mind changed? Why?

Appendix C - "The Lottery" by Shirley Jackson

The morning of June 27th was clear and sunny, with the fresh warmth of a full-summer day; the flowers were blossoming profusely and the grass was richly green. The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 2th, but in this village, where there were only about three hundred people, the whole lottery took less than two hours, so it could begin at ten o'clock in the morning and still be through in time to allow the villagers to get home for noon dinner.

The children assembled first, of course. School was recently over for the summer, and the feeling of liberty sat uneasily on most of them; they tended to gather together quietly for a while before they broke into boisterous play. and their talk was still of the classroom and the teacher, of books and reprimands. Bobby Martin had already stuffed his pockets full of stones, and the other boys soon followed his example, selecting the smoothest and roundest stones; Bobby and Harry Jones and Dickie Delacroix-- the villagers pronounced this name 'Dellacroy'--eventually made a great pile of stones in one corner of the square and guarded it against the raids of the other boys. The girls stood aside, talking among themselves, looking over their shoulders at rolled in the dust or clung to the hands of their older brothers or sisters.

Soon the men began to gather. surveying their own children, speaking of planting and rain, tractors and taxes. They stood together, away from the pile of stones in the corner, and their jokes were quiet and they smiled rather than laughed. The women, wearing faded house dresses and sweaters, came shortly after their menfolk. They greeted one another and exchanged bits of gossip as they went to join their husbands. Soon the women, standing by their husbands, began to call to their children, and the children came reluctantly, having to be called four or five times. Bobby Martin ducked under his mother's grasping hand and ran, laughing, back to the pile of stones. His father spoke up sharply, and Bobby came quickly and took his place between his father and his oldest brother.

The lottery was conducted--as were the square dances, the teen club, the Halloween program--by Mr. Summers. who had time and energy to devote to civic activities. He was a round-faced, jovial man and he ran the coal business, and people were sorry for him. because he had no children and his wife was a scold. When he arrived in the square, carrying the black wooden box, there was a murmur of conversation among the villagers, and he waved and called. 'Little late today, folks.' The postmaster, Mr. Graves, followed him, carrying a three- legged stool, and the stool was put in the center of the square and Mr. Summers set the black box down on it. The villagers kept their distance, leaving a space between themselves and the stool. and when Mr. Summers said, 'Some of you fellows want to give me a hand?' there was a hesitation before two men. Mr. Martin and his oldest son, Baxter. came forward to hold the box steady on the stool while Mr. Summers stirred up the papers inside it.

The original paraphernalia for the lottery had been lost long ago, and the black box now resting on the stool had been put into use even before Old Man Warner, the oldest man in town, was

born. Mr. Summers spoke frequently to the villagers about making a new box, but no one liked to upset even as much tradition as was represented by the black box. There was a story that the present box had been made with some pieces of the box that had preceded it, the one that had been constructed when the first people settled down to make a village here. Every year, after the lottery, Mr. Summers began talking again about a new box, but every year the subject was allowed to fade off without anything's being done. The black box grew shabbier each year: by now it was no longer completely black but splintered badly along one side to show the original wood color, and in some places faded or stained.

Mr. Martin and his oldest son, Baxter, held the black box securely on the stool until Mr. Summers had stirred the papers thoroughly with his hand. Because so much of the ritual had been forgotten or discarded, Mr. Summers had been successful in having slips of paper substituted for the chips of wood that had been used for generations. Chips of wood, Mr. Summers had argued, had been all very well when the village was tiny, but now that the population was more than three hundred and likely to keep on growing, it was necessary to use something that would fit more easily into the black box. The night before the lottery, Mr. Summers and Mr. Graves made up the slips of paper and put them in the box, and it was then taken to the safe of Mr. Summers' coal company and locked up until Mr. Summers was ready to take it to the square next morning. The rest of the year, the box was put away, sometimes one place, sometimes another; it had spent one year in Mr. Graves's barn and another year underfoot in the post office, and sometimes it was set on a shelf in the Martin grocery and left there.

There was a great deal of fussing to be done before Mr. Summers declared the lottery open. There were the lists to make up--of heads of families, heads of households in each family, members of each household in each family. There was the proper swearing-in of Mr. Summers by the postmaster, as the official of the lottery; at one time, some people remembered, there had been a recital of some sort, performed by the official of the lottery, a perfunctory, tuneless chant that had been rattled off duly each year; some people believed that the official of the lottery used to stand just so when he said or sang it, others believed that he was supposed to walk among the people, but years and years ago this part of the ritual had been allowed to lapse. There had been, also, a ritual salute, which the official of the lottery had had to use in addressing each person who came up to draw from the box, but this also had changed with time, until now it was felt necessary only for the official to speak to each person approaching. Mr. Summers was very good at all this; in his clean white shirt and blue jeans, with one hand resting carelessly on the black box, he seemed very proper and important as he talked interminably to Mr. Graves and the Martins.

Just as Mr. Summers finally left off talking and turned to the assembled villagers, Mrs. Hutchinson came hurriedly along the path to the square, her sweater thrown over her shoulders, and slid into place in the back of the crowd. 'Clean forgot what day it was,' she said to Mrs. Delacroix, who stood next to her, and they both laughed softly. 'Thought my old man was out back stacking wood,' Mrs. Hutchinson went on. 'and then I looked out the window and the kids was gone, and then I remembered it was the twenty-seventh and came a-running.' She dried her hands on her apron, and Mrs. Delacroix said, 'You're in time, though. They're still talking away up there.'

Mrs. Hutchinson craned her neck to see through the crowd and found her husband and children standing near the front. She tapped Mrs. Delacroix on the arm as a farewell and began to make her way through the crowd. The people separated good-humoredly to let her through: two or three people said, in voices just loud enough to be heard across the crowd, 'Here comes your, Missus, Hutchinson,' and 'Bill, she made it after all.' Mrs. Hutchinson reached her husband, and Mr. Summers, who had been waiting, said cheerfully. 'Thought we were going to have to get on without you, Tessie.' Mrs. Hutchinson said, grinning, 'Wouldn't have me leave m'dishes in the sink, now, would you. Joe?,' and soft laughter ran through the crowd as the people stirred back into position after Mrs. Hutchinson's arrival.

'Well, now.' Mr. Summers said soberly, 'guess we better get started, get this over with, so's we can go back to work. Anybody ain't here?'

'Dunbar.' several people said. 'Dunbar. Dunbar.'

Mr. Summers consulted his list. 'Clyde Dunbar.' he said. 'That's right. He's broke his leg, hasn't he? Who's drawing for him?'

'Me. I guess,' a woman said, and Mr. Summers turned to look at her. 'Wife draws for her husband.' Mr. Summers said. 'Don't you have a grown boy to do it for you, Janey?' Although Mr. Summers and everyone else in the village knew the answer perfectly well, it was the business of the official of the lottery to ask such questions formally. Mr. Summers waited with an expression of polite interest while Mrs. Dunbar answered.

'Horace's not but sixteen vet.' Mrs. Dunbar said regretfully. 'Guess I gotta fill in for the old man this year.'

'Right.' Mr. Summers said. He made a note on the list he was holding. Then he asked, 'Watson boy drawing this year?'

A tall boy in the crowd raised his hand. 'Here,' he said. 'I m drawing for my mother and me.' He blinked his eyes nervously and ducked his head as several voices in the crowd said thin's like 'Good fellow, lack.' and 'Glad to see your mother's got a man to do it.'

'Well,' Mr. Summers said, 'guess that's everyone. Old Man Warner make it?'

'Here,' a voice said, and Mr. Summers nodded.

A sudden hush fell on the crowd as Mr. Summers cleared his throat and looked at the list. 'All ready?' he called. 'Now, I'll read the names--heads of families first--and the men come up and take a paper out of the box. Keep the paper folded in your hand without looking at it until everyone has had a turn. Everything clear?'

The people had done it so many times that they only half listened to the directions: most of them were quiet, wetting their lips, not looking around. Then Mr. Summers raised one hand high and said, 'Adams.' A man disengaged himself from the crowd and came forward. 'Hi. Steve.' Mr. Summers said, and Mr. Adams said, 'Hi. Joe.' They grinned at one another humorlessly and nervously. Then Mr. Adams reached into the black box and took out a folded paper. He held it

firmly by one corner as he turned and went hastily back to his place in the crowd. where he stood a little apart from his family. not looking down at his hand.

‘Allen.’ Mr. Summers said. ‘Anderson.... Bentham.’

‘Seems like there’s no time at all between lotteries any more.’ Mrs. Delacroix said to Mrs. Graves in the back row.

‘Seems like we got through with the last one only last week.’

‘Time sure goes fast.-- Mrs. Graves said.

‘Clark.... Delacroix’

‘There goes my old man.’ Mrs. Delacroix said. She held her breath while her husband went forward.

‘Dunbar,’ Mr. Summers said, and Mrs. Dunbar went steadily to the box while one of the women said. ‘Go on. Janey,’ and another said, ‘There she goes.’

‘We’re next.’ Mrs. Graves said. She watched while Mr. Graves came around from the side of the box, greeted Mr. Summers gravely and selected a slip of paper from the box. By now, all through the crowd there were men holding the small folded papers in their large hand. turning them over and over nervously Mrs. Dunbar and her two sons stood together, Mrs. Dunbar holding the slip of paper.

‘Harburt.... Hutchinson.’

‘Get up there, Bill,’ Mrs. Hutchinson said. and the people near her laughed.

‘Jones.’

‘They do say,’ Mr. Adams said to Old Man Warner, who stood next to him, ‘that over in the north village they’re talking of giving up the lottery.’

Old Man Warner snorted. ‘Pack of crazy fools,’ he said. ‘Listening to the young folks, nothing’s good enough for them. Next thing you know, they’ll be wanting to go back to living in caves, nobody work any more, live that way for a while. Used to be a saying about ‘Lottery in June, corn be heavy soon.’ First thing you know, we’d all be eating stewed chickweed and acorns. There’s always been a lottery,’ he added petulantly. ‘Bad enough to see young Joe Summers up there joking with everybody.’

‘Some places have already quit lotteries.’ Mrs. Adams said.

‘Nothing but trouble in that,’ Old Man Warner said stoutly. ‘Pack of young fools.’

‘Martin.’ And Bobby Martin watched his father go forward. ‘Overdyke.... Percy.’

‘I wish they’d hurry,’ Mrs. Dunbar said to her older son. ‘I wish they’d hurry.’

‘They’re almost through,’ her son said.

‘You get ready to run tell Dad,’ Mrs. Dunbar said.

Mr. Summers called his own name and then stepped forward precisely and selected a slip from the box. Then he called, ‘Warner.’

‘Seventy-seventh year I been in the lottery,’ Old Man Warner said as he went through the crowd. ‘Seventy-seventh time.’

‘Watson’ The tall boy came awkwardly through the crowd. Someone said, ‘Don’t be nervous, Jack,’ and Mr. Summers said, ‘Take your time, son.’

‘Zanini.’

After that, there was a long pause, a breathless pause, until Mr. Summers, holding his slip of paper in the air, said, ‘All right, fellows.’ For a minute, no one moved, and then all the slips of paper were opened. Suddenly, all the women began to speak at once, saying. ‘Who is it?’, ‘Who’s got it?’, ‘Is it the Dunbars?’, ‘Is it the Watsons?’ Then the voices began to say, ‘It’s Hutchinson. It’s Bill,’ ‘Bill Hutchinson’s got it.’

‘Go tell your father,’ Mrs. Dunbar said to her older son.

People began to look around to see the Hutchinsons. Bill Hutchinson was standing quiet, staring down at the paper in his hand. Suddenly, Tessie Hutchinson shouted to Mr. Summers. ‘You didn’t give him time enough to take any paper he wanted. I saw you. It wasn’t fair!’

‘Be a good sport, Tessie.’ Mrs. Delacroix called, and Mrs. Graves said, ‘All of us took the same chance.’

‘Shut up, Tessie,’ Bill Hutchinson said.

‘Well, everyone,’ Mr. Summers said, ‘that was done pretty fast, and now we’ve got to be hurrying a little more to get done in time.’ He consulted his next list. ‘Bill,’ he said, ‘you draw for the Hutchinson family. You got any other households in the Hutchinsons?’

‘There’s Don and Eva,’ Mrs. Hutchinson yelled. ‘Make them take their chance!’

‘Daughters draw with their husbands’ families, Tessie,’ Mr. Summers said gently. ‘You know that as well as anyone else.’

‘It wasn’t fair,’ Tessie said.

‘I guess not, Joe.’ Bill Hutchinson said regretfully. ‘My daughter draws with her husband’s family; that’s only fair. And I’ve got no other family except the kids.’

‘Then, as far as drawing for families is concerned, it’s you,’ Mr. Summers said in explanation, ‘and as far as drawing for households is concerned, that’s you, too. Right?’

‘Right,’ Bill Hutchinson said.

‘How many kids, Bill?’ Mr. Summers asked formally.

‘Three,’ Bill Hutchinson said.

‘There’s Bill, Jr., and Nancy, and little Dave. And Tessie and me.’

‘All right, then,’ Mr. Summers said. ‘Harry, you got their tickets back?’

Mr. Graves nodded and held up the slips of paper. ‘Put them in the box, then,’ Mr. Summers directed. ‘Take Bill’s and put it in.’

‘I think we ought to start over,’ Mrs. Hutchinson said, as quietly as she could. ‘I tell you it wasn’t fair. You didn’t give him time enough to choose. Everybody saw that.’

Mr. Graves had selected the five slips and put them in the box. and he dropped all the papers but those onto the ground. where the breeze caught them and lifted them off.

‘Listen, everybody,’ Mrs. Hutchinson was saying to the people around her.

‘Ready, Bill?’ Mr. Summers asked. and Bill Hutchinson, with one quick glance around at his wife and children. nodded.

‘Remember,’ Mr. Summers said. ‘take the slips and keep them folded until each person has taken one. Harry, you help little Dave.’ Mr. Graves took the hand of the little boy, who came willingly with him up to the box. ‘Take a paper out of the box, Davy.’ Mr. Summers said. Davy put his hand into the box and laughed. ‘Take just one paper.’ Mr. Summers said. ‘Harry, you hold it for him.’ Mr. Graves took the child’s hand and removed the folded paper from the tight fist and held it while little Dave stood next to him and looked up at him wonderingly.

‘Nancy next,’ Mr. Summers said. Nancy was twelve, and her school friends breathed heavily as she went forward switching her skirt, and took a slip daintily from the box ‘Bill, Jr.,’ Mr. Summers said, and Billy, his face red and his feet overlarge, near knocked the box over as he got a paper out. ‘Tessie,’ Mr. Summers said. She hesitated for a minute, looking around defiantly. and then set her lips and went up to the box. She snatched a paper out and held it behind her.

‘Bill,’ Mr. Summers said, and Bill Hutchinson reached into the box and felt around, bringing his hand out at last with the slip of paper in it.

The crowd was quiet. A girl whispered, ‘I hope it’s not Nancy,’ and the sound of the whisper reached the edges of the crowd.

‘It’s not the way it used to be.’ Old Man Warner said clearly. ‘People ain’t the way they used to be.’

‘All right,’ Mr. Summers said. ‘Open the papers. Harry, you open little Dave’s.’

Mr. Graves opened the slip of paper and there was a general sigh through the crowd as he held it up and everyone could see that it was blank. Nancy and Bill, Jr., opened theirs at the same time, and both beamed and laughed, turning around to the crowd and holding their slips of paper above their heads.

‘Tessie,’ Mr. Summers said. There was a pause, and then Mr. Summers looked at Bill Hutchinson, and Bill unfolded his paper and showed it. It was blank.

‘It’s Tessie,’ Mr. Summers said, and his voice was hushed. ‘Show us her paper. Bill.’

Bill Hutchinson went over to his wife and forced the slip of paper out of her hand. It had a black spot on it, the black spot Mr. Summers had made the night before with the heavy pencil in the coal company office. Bill Hutchinson held it up, and there was a stir in the crowd.

‘All right, folks,’ Mr. Summers said. ‘Let’s finish quickly.’

Although the villagers had forgotten the ritual and lost the original black box, they still remembered to use stones. The pile of stones the boys had made earlier was ready; there were stones on the ground with the blowing scraps of paper that had come out of the box Delacroix selected a stone so large she had to pick it up with both hands and turned to Mrs. Dunbar. ‘Come on,’ she said. ‘Hurry up.’

Mr. Dunbar had small stones in both hands, and she said, gasping for breath. ‘I can’t run at all. You’ll have to go ahead and I’ll catch up with you.’

The children had stones already. And someone gave little Davy Hutchinson few pebbles.

Tessie Hutchinson was in the center of a cleared space by now, and she held her hands out desperately as the villagers moved in on her. ‘It isn’t fair,’ she said. A stone hit her on the side of the head. Old Man Warner was saying, ‘Come on, come on, everyone.’ Steve Adams was in the front of the crowd of villagers, with Mrs. Graves beside him.

‘It isn’t fair, it isn’t right,’ Mrs. Hutchinson screamed, and then they were upon her.

Appendix D - Conformity Poem

Conformity by *Chris B.*

Laughter and degradation
Put-downs and humiliation
So you don't like me
Why must you hurt me?
You see the way I dress
You think I'm such a mess
You fear me so much
That you keep me out of touch
And you put me in my place
And you sit back and laugh in my face
You go through such tribulation
To protect your stupid reputation
Refusing to accept the unaccepted
Refusing to acknowledge the dejected
Such a slave to conformity
Such a slave to uniformity
Follow a few; step on many
Go out with the crowd in hopes that any
Weirdos who show up happen to be weak
So you can pound and beat that freak
You might not even hurt him much
But you will still tell such
Unbelievable lies; such incredible myths
So that you and your clique can resound with
Laughter and degradation
Put-downs and humiliation.

Appendix E - Probable Passage

Title of Selection _____

Characters

Setting

Problem

Gist Statement...

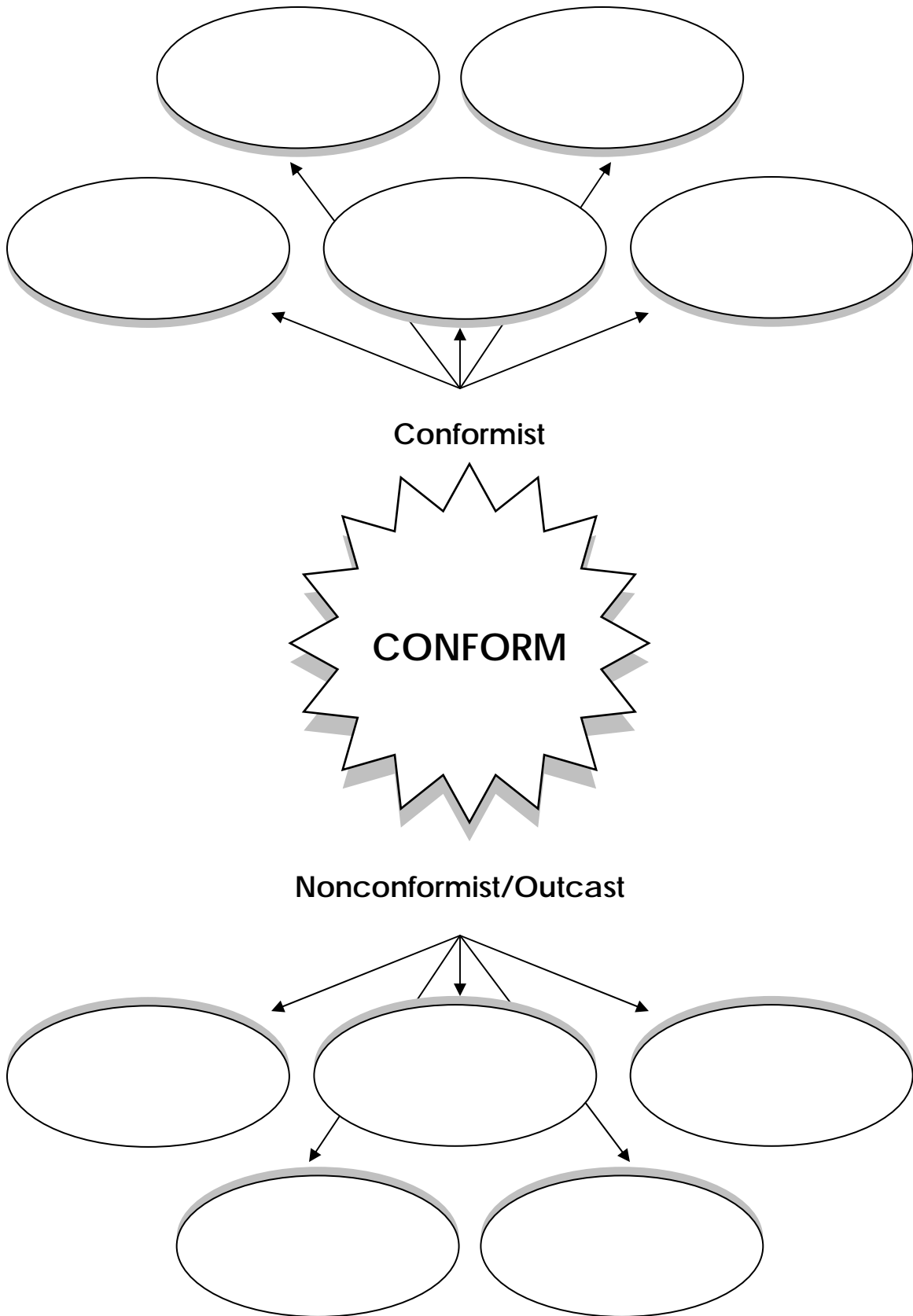
Outcomes

Unknown Words

To Discover...

- 1.
- 2.
- 3.

Appendix F – Brainstorm Graphic Organizer



Appendix G – Organization Handout

Thesis statement
Topic Sentence #1
Topic Sentence #2
Topic Sentence #3
Conclusion

Appendix H - Likert Scale

1. Following along with the crowd will increase your chances of becoming popular.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

2. A nonconformist is always a rebel.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

3. Rules are made to be broken.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

4. Underclassmen do not have the right to speak out against an injustice.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

5. The only way to “fit in” is by joining a clan (Jocks, the Marthas, Goths), clique or gang.

strongly agree	agree	disagree	strongly disagree
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6. By remaining silent, Melinda conforms to the peer pressure imposed on her by former friends and students at her school.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

7. Outcasts are seen and not heard.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

Appendix I - Peer Review Form
(Source: www.readwritethink.org)

Writer's name: _____

Your name: _____

1. Does the writer explain his/her piece clearly?
2. Was there anything confusing about the piece? If so, what was it?
3. What details does the writer include?
4. What is good about the writing? What needs improvement? Name one each.
5. What errors need correcting?
6. What are some suggestions for the writer?

Appendix J - Revision Questions for Analytical Essays

(Source: www.readwritethink.org)

Content - Look at ideas and information

- Is there an identified topic and/or purpose?
- Does the piece stay on topic?
- Is the topic appropriate for the assignment?
- Are the details adequate, necessary, relevant and related to the paper's purpose?
- Is information accurate and consistent?
- Are the ideas conveyed thoroughly and effectively?
-

Organization - Look at clarity and flow of ideas

- Is there coherence throughout the pieces?
- Does the piece have a logical order that meshes with the topic?
- Can the reader pick out main ideas?
- Are there transitions between ideas?

Reasoning - Look at support and elaboration

- Is the purpose stated of the audience?
- Are there enough details provided? Are there too many details?
- Did the writer present any new information or insight into the topic?
- Does the conclusion match with the elaboration provided? Is the conclusion thought provoking?

Rhetoric - Look at language choice and usage

- Is the selected genre tied to the writing assignment?
- Is the format appropriate to the piece?
- Is there an awareness of the audience?
- Is the voice consistent?
- Is the voice appropriate to the piece?

Standard English - Looking at conventions

- Is the writing fluent?
- Is the writing such that errors in sentence structure, grammar, punctuation and mechanics interfere with the compilation of the text?
- Is borrowed text cited appropriately?

Appendix K - Peer Editing Guidelines
(Source: www.readwritethink.org)

1. Students need a colored writing pen to conduct each peer edit. Then sign name on the top front of all drafts and question form.
2. Using the criteria provide in review question form, edit essay.
3. Read student essays through once without making any comments.
4. Reread essay a second time. Then, clearly edit essay using proofreading marks.
5. During third read, look for errors with style, mechanics.
6. Make additional suggestions to help writer improve essay in the margins.
7. After completing peer edit, return paper to original writer.
8. Repeat steps for peer edit #2.